DOCUMENT RESUME

ED 103 299 SO 008 131

TITLE	25 Action Learning Schools.
INSTITUTION	National Association of Secondary School Principals, Washington, D.C.
PUB DATE	74
NOTE	46p.
AVAILABLE FROM	National Association of Secondary School Principals, 1904 Association Drive, Reston Virginia 22091 ($3.00 each, quantity discounts available)
EDRS PRICE	MF-$0.76 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	*Action Programs (Community); *Activity Learning; Cooperative Education; Curriculum Development; *Educational Alternatives; Educational Innovation; Educational Objectives; Educational Trends; Program Development; *School Community Cooperation; Secondary Education; Social Studies; Student Employment; *Work Experience Programs

ABSTRACT

This booklet on action-learning reflects an interest in preparing youth for the world of real experiences. Arranged in two major parts, the first offers information on the background and development of action-learning. Included in this section are the conclusions of the Panel on Youth of the President's Science Advisory Committee, the National Panel on High Schools and Adolescent Education on the importance of action-learning and suggested learning objectives criteria for action-learning programs, tips for implementing a program, and possible future directions. The second section describes 25 action-learning programs in secondary schools across the country. These programs are defined here as the opportunities for students to participate in society as paid or volunteer workers. The 25 exemplary programs were selected from a survey of 2,000 programs. Students engage in vocational or work-related activities or community or school service programs in such areas as travel agencies, medical centers, retail businesses, radio and television studios, dental offices, warehouses, restaurants, city and county agencies, political headquarters, state and federal bureaus, and labor unions. National organizations dealing with youth-community involvement are listed, and related readings are suggested. (Author/DE)

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25 ACTION LEARNING SCHOOLS

SP 008 131

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The National Association of Secondary School Principals
1904 Association Dr., Reston, Va. 22091

ISBN 0-88210-060-2

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FOREWORD

The popularity of practical learning grows daily. One of the clear trends in secondary schools during the 1970s has been the significant expansion of work experience, community service, and other forms of action-learning.

Interest in the integration of work and school goes beyond that of the student, teacher, and parent. President Gerald R. Ford, in a commencement address at Ohio State University, emphasized the educational value of close relationships between the classroom and the working world. He urged schools to work with business and labor to "create a new community of learning across the nation" and challenged the graduates to "show us how work-study programs can be a part of the on-going educational process."

Many administrators today are in the process of abandoning or modifying the school's custodial role. Students are being allowed to learn at appropriate posts in the community as well as within the school building. Real experience on the job and with public service agencies are bringing to youth new insights intellectually as well as a deeper appreciation of the interrelationships of all age groups and occupations in a community.

This booklet on action-learning reflects a long-term interest of the National Association of Secondary School Principals in preparing youth for the world of real experiences. The educational benefits of working in society instead of just observing it, of testing theory with practice, seemed significant enough to warrant sponsorship. Over the past three years the Association has sponsored conferences and published materials leading toward the development and acceptance of action-learning. The material herein is a culmination of that effort.

Recognition should be given to important partners. NASSP's National Committee on Secondary Education made the initial proposal to support action-learning and was intimately involved in its development. The W. Clement and Jessie V. Stone Foundation provided conference funds as well as actively participated in program development. ACTION, the federal agency for volunteer student service, provided funds to identify the 25 exemplary action-learning schools and to disseminate their achievement. Project coordination has been ably carried forward by Associate Secretary Scott Thomson.

We sincerely hope that this publication will encourage the continued growth of action-learning by providing some specific models worthy of emulation.

Owen B. Kiernan
NASSP
Executive Secretary

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I. BACKGROUND AND DEVELOPMENT OF ACTION-LEARNING

Action-learning, the opportunity for students to participate in society as paid or volunteer workers, is a rapidly developing movement in secondary education today. Supported equally by students, parents, and professionals, action-learning during the past few years has become a significant factor in the curriculum of hundreds of high schools from coast to coast.

Some high schools have established separate departments to administer their programs. For instance, Beverly Hills High School in California operates an Applied Education Center to provide community service internships, work experience opportunities, and career exploration for students. Champlain Valley Union High School in Vermont three years ago established a Direction Center to assist students in locating job or service opportunities in the community, to supervise these learning activities, and to evaluate the results. While the full potential of action-learning still is being explored in these and other schools, it clearly involves more than traditional vocational education.

Student reception has been enthusiastic. Cooperative work experience programs are enjoying significant growth. In addition, community service projects are reaching a new popularity. The strong desire of students today to participate in community life reflects a shift of opinion noted in the 1974 NASSP Gilbert Youth Poll. Results of the poll indicate high student interest in local issues rather than in some of the more abstract political causes favored in the late 1960s. The contemporary student also prefers to effect change by working within existing institutions rather than by confronting them.

Student actions reflect this new attitude. Currently, 43 percent of high school students are involved in some form of community service, the poll shows. In addition, sociologist James Coleman estimates that 50 percent of today's youth are working; most, part time for pay. Obviously student interests have broadened beyond the classroom. Various studies show that approximately 75 percent of the high school students believe that work and service opportunities should be offered during the school day for credit.

Times have changed. Student life has changed. Some high school seniors today are registered voters. All soon will be. High school students exhibit a diminishing interest in make-believe experiences, or even in simulations such as mock legislatures or ersatz courtrooms. They also reflect a practical bent. Their preferring "hands on" learning, enrolling in auto mechanics as well as algebra, and exploring the crafts as well as the arts are expressions of that bent.

Schools Take Action

Socrates once observed that learning should be moved "from the shadow of reality to reality itself." A number of schools today are doing just that. By assisting students to find learning stations in work and service organizations, alert schools are promoting a new era of reality in education.

During the 1973–74 school year more than 2,000 school principals responded to a survey by the National Association of Secondary School Principals with descriptions of action-learning programs currently operating in their schools. From this large group, 25 exemplary programs were selected for the Appendix of this booklet. In this way, the imaginative efforts of these schools can become familiar to a broad audience.

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Schools with exemplary programs in action-learning come from no single mold. They are large and small, ranging in enrollment from 2,550 to 132 students. They are urban, rural, and suburban; private, public, and parochial; affluent and modest; and geographically widespread.

All, however, are unanimous in their endorsement of action-learning. Typical comments include: "The most relevant areas being taught today," "Rapidly becoming *the* popular courses in school," "We need more community-based opportunities and are developing them as time allows."

Interest is high because the potential is so great. With youth during the past decade becoming increasingly isolated, and then alienated, the shortcomings of the traditional secondary school curriculum moved into sharp focus. Vicarious, abstract, and generally passive, school tended to reflect an earlier era when youth were educated not solely in the classroom but also by active involvement in work and family and community affairs.

Action-learning aims to re-establish the all-around education of the individual. It offers the opportunity for experiential learning and for a partnership with adults, opportunities that gradually slipped from the life of most youth during the 50s and 60s.

Action-learning also provides an integrating framework upon which the curriculum may be shaped. It makes work and study interdisciplinary, allowing for the mutual strengthening of both sectors. On the one hand, academic course content can be tested for relevance. On the other, the experience of work can be gleaned for some deeper understanding about life. But most importantly, the interdisciplinary thrust of action-learning provides important opportunities for youth to understand and to appreciate the constant interplay in the adult world between study and work.

The opportunities for learning offered to students by the 25 exemplary schools described in the Appendix are community-wide literally. They include paid and volunteer work—substantial work, not just observation—in travel agencies, medical centers, elementary schools, retail outlets, business offices, radio and television studios, dental offices, warehouses, answering services, restaurants, animal hospitals, city and county agencies, political headquarters, nursing homes, agencies for the handicapped, agri-business, state and federal bureaus, labor unions, horticultural firms, police departments, churches, museums, mental health agencies, homes for the elderly, and publishing firms. They also enable students to identify community needs and to organize to service those needs. The concept that the community is the school is employed here in practical, beneficial ways.

The 25 schools, however, did not just fling open the gates. Careful planning to include student and public participation marks their efforts. Extensive coordination with community organizations was employed prior to implementation. Adequate supervision and evaluation are required during the school year. Good action-learning programs are shaped and implemented with care.

The exemplary schools exhibit various philosophies regarding credit and requirements for graduation. Some, particularly the parochial schools, require a community service experience for graduation. Others allow no credit for volunteers or service activities. The majority allow credit but do not require it for graduation. Some schools have no maximum number of credits that can be earned through work or service programs. Others maintain very definite credit restrictions for service, for work, or for both.

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The action-learning programs in each of the 25 exemplary schools, including enrollment figures by classification, are described in some detail in the Appendix. It will help the reader understand the particulars of individual programs as well as present an overview of the entire effort.

The programs in all 25 exemplary schools generally exhibit some common characteristics. They fill genuine needs, provide challenges, offer active learnings, relate theory to practice, suggest possible careers for youth, demonstrate ways in which the old and young can work together effectively, and furnish useful services to the community.

Action-Learning and the "New Reform" Movement

> It is important to ask, along with specific questions about how schools function, more general questions about the development from childhood through youth to adulthood. Only by continuing to ask these more general questions can we avoid waking up some day to find that educational institutions are finely tuned and efficiently designed to cope with the problems of an earlier day. Among the more general questions, we need to ask how it is that young people become adults. . . .
>
> Schools are the principal formal institutions of society intended to bring youth into adulthood. But schools' structures are designed wholly for self-development, particularly the acquisition of cognitive skills and of knowledge. At their best, schools equip students with cognitive and noncognitive skills relevant to their occupational futures, with knowledge of some portion of civilization's cultural heritage, and with the taste for acquiring more such skills and knowledge. They do not provide extensive opportunity for managing one's affairs, they seldom encourage intense concentration on a single activity, and they are inappropriate settings for nearly all objectives involving responsibilities that affect others. Insofar as these other objectives are important for the transition to adulthood, and we believe they are, schools act to retard youth in this transition, by monopolizing their time for the narrow objectives that schools have.[1]

Three national panels on youth have reported to the public within the past year. These reports, collectively called "The New Reform Movement in Secondary Education," focus upon the entire world of youth, not just upon schools. A central theme of the three reports is the inadequacy of traditional schooling to bring youth into maturity.

The three panel reports are: (1) *Youth: Transition to Adulthood*, report of the Panel on Youth of the President's Science Advisory Committee, chaired by James S. Coleman; (2) *The Reform of Secondary Education*, the recommendations of the National Commission on the Reform of Secondary Education, chaired by B. Frank Brown; and (3) *National Panel on High Schools and Adolescent Education*, appointed by the Office of Education and chaired by John Henry Martin.

Among the conclusions of the three reports are these common findings:

- The comprehensive high school is not the sole locus for an education; out-of-school learnings are also highly significant.
- Greater recognition is needed for community-based learning activities.
- School is too isolated from other age groups.
- Greater use of community resources should be made.

[1] *Youth: Transition to Adulthood*, report of the Panel on Youth of the President's Science Advisory Commission (Chicago, Ill.: University of Chicago Press, 1973) p. 146.

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- The custodial and protective role of the school is excessive; it inhibits student responsibility and maturation.
- Keeping young people in school up to an arbitrary age apparently inhibits reforms.
- School structures, including excessive size, restricts the opportunity for reform.
- More diversity of course offerings is needed.
- The high school is overburdened with ever-increasing demands from society.
- Youth are maturing physiologically and are being granted their legal majority at an earlier age today, a factor few schools have sufficiently recognized.

Among the recommendations found in the three reports are these:

- Reduce the age and cultural isolation of high school students.
- Develop additional designs for alternating work and school.
- Provide opportunities and credit for community volunteers, for interns in hospitals and government, and for various forms of work experience.
- Stimulate more non-student roles within the high school, such as tutoring, running day-care centers, and teaching young children.
  Develop closer ties with the community for use of community resources and for work and service opportunities.
- Facilitate entry of youth into work by:
  a. lowering school-leaving age
  b. shortening the day
  c. lowering minimum wage for youth
- Expand the school's responsibility for job placement.
- Change the focus from the comprehensive *high school* to comprehensive *education*.

The collective opinion of the three reform panels about the value of action-learning is reflected by other organizations concerned with youth. For example, the Joint Commission on Mental Health of Children stated:

> Work satisfaction, security and success play important roles in the mental health of our children and youth. Work continues to be a central part in a man's—and increasingly a woman's—sense of personal identity, significance, and status. To most Americans, it is the major source of individual and family income, a particularly critical matter in our consumer-oriented society, and thus a critical factor to the individual's mental health.[2]

The National Commission on Resources for Youth, a non-profit organization funded by HEW, for more than six years has advocated work and service experiences for youth. The Commission, directed by Judge Mary Conway Kohler, in New York City maintains a clearinghouse of information about service and work experience programs gleaned from the more than 800 projects around the nation with which it maintains contact.[3]

The National Association of Secondary School Principals was an early proponent of action-learning. In late 1972, NASSP conducted a national conference in Washington, D.C., to explore the concept. A conference report entitled *American Youth in the Mid-Seventies* focused upon (1) the need for

[2] *Crisis in Child Mental Health: Challenge for the 1970's*, Report of the Joint Commission on Mental Health of Children (New York: Harper and Row, 1969).

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action-learning, (2) views by labor, public agencies, accreditation bodies, and professional educators on action-learning, and (3) examples of action-learning at the secondary and college levels. Among the conclusions of the conference was the recommendation that action-learning be made available to all young Americans.

Professor James S. Coleman's Panel on Youth of the President's Science Advisory Committee builds a particularly strong case for involving youth in community service and work. Calling upon research in the field of social science about adolescence and youth, the Panel places emphasis on the need for broadening the realm of experience for today's youth.

Among the Panel's comments are these:

> The fundamental benefit to youth of integration with adults is the incidental experience in every day activity. When adults go off to work in institutions from which the young are excluded, they not only carry out work there, much of their living is done there as well. By enclosing adults' activity within these confines, work organizations increase their own efficiency, but at the expense of the incidental learning and experience that youth would otherwise have. So long as other institutions (such as the community and the extended family) made up some of these deficits, the fact was not apparent. But it is evident now that a major means by which skills, culture, ideas, and information is transmitted is vanishing as direct contacts between youth and adults in structured situations decline.[3]

> Experience indicates that young persons need both activity directed toward self-development and useful activity directed toward the outside on which others depend. Neglect of the first results in an unskilled adult, impotent to deal with a complex world. Neglect of the second leads to a frustration of the idealistic, creative, and constructive impulses of youth. For most persons these two activities, directed inward and outward, take the prosaic forms of school and work (though school does not always bring self-development, and work does not always constitute productive and useful activity). The patterning of these two activities in the past involved for many youth a daily mixture, with his duties in the home and elsewhere balancing the self-development toward which school is directed. For many youth at present, however, the pattern is self-development until the end of full-time schooling, followed by useful activity in the form of a full-time job. There are many indications, however, that this is not the best environment for growth.[4]

The Coleman Panel proposes a revision of the institutional framework within which youth matures so as to provide for two central realms of experience: development of self and acts of service for others. Self-development would include the learning of cognitive and non-cognitive skills, the ability to manage one's own affairs, the competency to consume cultural and economic resources, and a capability for concentrated involvement resulting in personal satisfaction and achievement. Service to others would include the experience of having others dependent upon one's actions, involvement in interdependent activities leading toward collective goals, and direct experiences with persons of various subcultures and ages.

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[3]National Commission on Resources for Youth, 36 West 44th St., New York, N.Y. 10036. The Commission also publishes a monthly newsletter for mailing to interested persons.

[4]*Youth: Transition to Adulthood*, *op. cit.*, pp. 132, 137.

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The Objectives of Action-Learning

The contemporary school environment emphasizes cognitive learning. Students need, many educators believe, broader kinds of experiences in today's vicarious, abstract, symbol-oriented world. The greatest need is for practical, concrete contact with functioning, working community organizations. The opportunity to test theory with reality, to actually accomplish something instead of just reading or talking about it, is the missing link in the chain of learning.

Secondary schools are not a complete environment. They are a specific environment: cognitive, individualistic, dependent, withholding of responsibility, and age limiting. These circumstances are not ideal for building identity and self-esteem in youth. Neither are they the best arrangement for developing responsibility or creating commitment or encouraging maturity.

The central pedagogical concept of action-learning is that work and service experiences are not for job training alone. Rather, these experiences are an important dimension of everyone's complete education. The need to participate, to join in significant group action is common to all youth. And it is authenticity, the realness of work, that youth also seek today. Furthermore, work experience and community service seem to have psychological significance for youth as a step toward independence.

The specific objectives of action-learning, then, are:

1. To provide experiences that youth would otherwise miss: responsibility on a job, competence in a working situation, service to others, interaction with all age groups, opportunity for group action, and contact with the adult work milieu.
2. To provide opportunities to test theory with practice and, from practice, to formulate new understandings and constructs.
3. To give evidence of movement toward adulthood for youth.
4. To encourage the conditions required for learning: motivation, active participation, reinforcement, association, and task significance.
5. To acquaint students with the human needs, the institutions, and the procedures of the broader community.
6. To develop within youth a feeling of responsibility for the welfare of others.
7. To encourage student initiative and independence in learning.
8. To provide a broad sense of community for students.
9. To give youth firsthand knowledge of some occupational options.

Criteria for Action-Learning Programs

The National Association of Secondary School Principals held a second major conference on action-learning at the Johnson Foundation's Wingspread Conference Grounds in Racine, Wisc. Speakers included sociologists, Robert J. Havighurst, James S. Coleman, and Edgar Epps. Papers were prepared by practicing school administrators on action-learning as it relates to administration, guidance, community relationships, curriculum, and evaluation in the secondary school. Functioning school programs were described in some detail by school principals, as well. Ralph Tyler, director emeritus of the Behavioral Sciences Center at Stanford University, summarized the conference.*

* The major presentations and recommendations of this Conference are reported in the November 1974 NASSP *Bulletin*.

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Resulting from the Wingspread Conference, as well as from previous meetings and related documents, are some criteria the NASSP has developed for exemplary action-learning programs in secondary schools. They are:

- Are service or work opportunities available to every student at some point during high school?
- Do the positions available involve youth in significant tasks, both from the viewpoint of youth and the community?
- Do the action-learning stations offer challenge, providing adolescents a chance to succeed with something difficult?
- Are practical experiences combined with group discussion to provide for reflection and opinion?
- Do opportunities exist for working toward group goals and for having others dependent upon one's own actions, wherever possible?
- Are youth given some contact with a number of occupational options in the adult world?
- Are students encouraged to propose community service projects, and to help manage the group service activities that are approved?
- Are opportunities provided for real partnerships between adults and youth, with young people being encouraged to assume adult responsibilities?
- Are representatives of the community and student body involved in planning?
- Are objectives established, and student progress evaluated, for all action-learning programs?
- Is credit or salary given for satisfactory work?

These criteria are comprehensive. They are ambitious for the opportunities that society can offer youth. They point up the potential and they emphasize that a simple job placement program, alone, is only a small piece of the whole cloth of action-learning.

The central aim is to expand the circle of learning, not merely to close the gap between theory and practice. Action-learning broadens the options open to youth as they prepare for adulthood. It makes the school a planner and broker of a larger range of concrete activities, using the community as resource.

The Implementation of Action-Learning

Community involvement and understanding is critical to the success of action-learning programs. Not only does the lay public need to become informed about the purpose of community-based education, but individual citizens can provide invaluable assistance in identifying and locating learning stations for students.

Most cooperative education programs require citizen advisers knowledgeable in a special field. These committees often prove helpful both in the development of curriculum and in locating job stations for students. Under a more ambitious, widespread action-learning program, a broadly based community advisory committee can provide invaluable assistance from inception. The concept of a comprehensive service and work experience program may be presented to such a committee, and their assistance requested for planning and for implementation.

Teachers also should be a part of any general planning committee for action-learning. Teacher support is essential to the acceptance and growth of community-based education. Many teachers will enthusiastically give this support, having faced too often instances wherein the traditional classroom fell short

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for students. Furthermore, the experience and wisdom of teachers is invaluable in planning objectives and in developing interrelationships between classroom and community.

Student interest and enthusiasm are the most critical elements to good implementation. High enrollment figures in action-learning programs confirm a basic commitment of youth to the concept. But care in planning will be necessary to ensure that the community experiences of youth reach their potential for learning.

The National Commission on Resources for Youth has developed some "practical guidelines" for youth planning, based on the Commission's observation of the successes and failures of youth in action-learning programs throughout the nation. Among the recommendations of the Commission are:

a. *Decide on limited goals first.* You can expand them later. Be sure what you hope to do is feasible within your time plan. Project goals are frequently all-inclusive, aiming at almost every problem in sight. Often it is disappointing to visit programs after reading their original proposals. Many are doing only a small fraction of what they originally intended. Why? Usually they failed to limit themselves sufficiently at the beginning. Better to start with fewer goals and expand gradually than to dream big and end small or extinct.

b. *If it is a community project, be sure that it is perceived that way by the community involved.* Wherever possible, members of the community should be included in an advisory role from the outset. Good public relations are essential to the healthy life of any project. The people directly affected should be informed regularly of the goals, activities, problems, and accomplishments of the program.

c. *After choosing specific goals, weigh all possible approaches.* Before you decide on which methods to employ, consider the universe of alternative possibilities. Careful consideration and examination of choices should be undertaken ahead of time. Of course, a certain amount of improvisation and responsiveness to changing situations is desirable, but getting stuck in one approach out of ignorance or early impatience can be disastrous.

d. *Set up sound evaluation procedures throughout.* Do not overlook the importance of keeping careful records. The initiators and directors of a project are often so busy that they tend to ignore the need for continuous evaluation. Consequently, they are in danger of being left without any tangible evidence of the results of their program. Evaluation is strategic (1) if you want to keep improving your program; (2) if you want to prove its effectiveness; and (3) if you want to expand and get additional financial support.

e. *Provide for changing leadership.* For a project to have a healthy, long life, growth within the project must be constantly nurtured and plans provided for the training and renewal of the staff members. Some of the projects we have examined have successfully used "serial leadership" to ensure the development of their participants.

In the management of any organization, mechanisms are needed for training new leaders and elevating other members to responsible positions. Through providing continuous staff and leadership training experiences the programs can both ensure longevity and prevent rigidity.[5]

These guidelines provide wise direction for the management and evaluation of group projects in the community, whether student initiated or not.

[5] *Youth Into Adult* (New York: National Commission on Resources for Youth, 1971) pp. 194-95.

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Looking Ahead

Action-learning is no panacea. Work and service learning provide some redress to the vicarious world that surrounds today's youth. Real experiences are in short supply. They should be expanded to bring authenticity, balance, and participation back into the lives of youth.

The relative isolation of the youth subculture, a problem of growing concern to many sociologists, was brought about as much by the acts of adults as of youth. The young people of this nation have led increasingly segregated lives because opportunities in the adult social, political, and business worlds became gradually closed to them. The "split level" family is a result not only of a natural tendency of youth to want to associate with one another, but also because little opportunity existed for alternative ways to spend time.

A corollary problem is the lack of authentic work roles that once were a part of the life of youth. The ability of young people to contribute to family needs has been curtailed by instant foods, automatic dishwashers, and similar labor-saving devices. The places that once existed in the neighborhood for youth participation, such as the corner store or block improvement projects, have been diminished by bigness, mobility, anonymity, and job specialization.

The focus over the past generation on better school buildings, on "modern" curricula, and on a higher quality teaching staff—all commendable efforts—failed to recognize the gradual forcing of youth into holding ponds walled with abstract, passive, synthetic experiences. Meanwhile, the media pipeline began to pour in as television removed the kid gloves from youth's view of the world. At the same time new rearing practices gave youth greater social freedom while new interpretations of the Constitution provided broader legal rights. One result of these countering forces was crisis—in the classroom, in the home, and on the streets.

The crisis was brought about not only by unpopular wars, but also by unhappy minds resentful of the holding pattern into which youth had been placed by society. Some reforms, such as enabling youth to vote, are redressing the problem. Other reforms, like relaxing the rigid restrictions against youth working, still need attention. Action-learning is one thrust the schools can make in this general effort to modernize the way society treats youth.

The work ethic is not dead. It lives through economic necessity. It also lives through educational necessity. Benefits to the student include such important affective traits as maturity, responsibility, identity, concern for the group, and appreciation for the community interdependence. The cognitive values of participation and experience in learning are well documented.

The question naturally arises, where will we find all the learning stations? The 25 exemplary schools provide much of the answer. But beyond this, some promising national estimates have been made. Based upon a 1973 survey of the Seattle, Wash., area, ACTION, the agency for volunteer service of the U.S. government, estimates that nationwide a need exists in public service work for 315,000 young people. With proper advance planning, ACTION projects that a community of 100,000 persons could utilize part-time in public service and nonprofit agencies some 2,500 youth annually.

Three representative U.S. communities—the metropolitan central city area of Portland, Ore.; Prince George's County, a suburb of metropolitan Washington, D.C.; and a non-metropolitan area, Sheboygan County, Wisc.—were surveyed in

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the spring of 1972 by NASSP's Youth in the Mid-70s project to determine how many jobs could be filled by 15- through 20-year-olds. Schools, hospitals, waste recovery projects, day-care centers, sanitariums, and other local agencies described hundreds of volunteer jobs waiting to be filled by young people. Assuming that certain entry-level skill specifications could be met, enough work positions were found to provide *every* 15- through 20-year-old youth with three hours of work a week.

The private sector, particularly following the Vocational Education Acts of 1963 and 1968, is a major source of work experience for youth. Cooperative education programs are popular. Enrollment often is limited by the availability of school staff as much as by the availability of jobs. Students with a good job skill are in strong demand. Secretaries, data processing personnel, and automotive and small engine apprentices are also in strong demand. Some of the 25 exemplary action-learning schools are currently scheduling over 200 students in cooperative education programs.

Other opportunities exist for job placement. The franchise fast food industry functions literally upon the arms and legs of youth. Discount merchandising houses increasingly employ youth as retail clerks. Most labor-intensive firms hire youth. In sum, the business world is willing to employ youth and to pay a good wage up to the limit of job availability. As youth continue to establish a generally good work record, that availability is growing. Typical comments of employers include: "Alan is an excellent employee and I am proud to have him at Southeast Medical. He is a capable worker. He gets along well with fellow employees." (California Medical Center); "Jennifer has been a great asset to our store. We enjoyed her being here and we hope she continues a long time." (California discount house); "Debbie is our best worker in the youth department." (New York retail store); "Jim has a great attitude. He is an efficient, dependable worker." (Illinois restaurant); "Joe learned his job quickly. He is capable of doing blueprints with only general supervision." (Illinois kitchen planning company).

Community Service projects by groups of youth are a relatively untapped action-learning resource. Canada has a well developed program of publicly funded "Manpower Centres" to support youth public service programs. ACTION, the Federal Youth Service Agency, is sponsoring a new national effort in the U.S.A. to encourage youth to participate in service activities.

On the local level, an alert community and school can develop programs independently, and inexpensively, through student contracts for services. Youth Action Teams may be set up to perform an approved community service by contracting with *the school* to perform the service. The school, in turn, can contract directly with the agency being served. Students would be paid by the agency according to the conditions of the contract as the work is successfully completed. These projects could also be mounted on a credit-for-service basis rather than for pay.

Some suggested projects for Youth Action Teams are:

- Research and publish the contributions of various ethnic groups to the community
- Build a playground for young children
- Operate a day-care center in a shopping center
- Provide recreation or entertainment on a continuing basis for a convalescent hospital, home for the aged, veterans hospital, etc.

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- Do historical reconstruction work, to include the identification and marking of historic sites and buildings
- Operate a "Cash for Trash" service by collecting and selling glass, aluminum, and paper
- Develop a slide-tape or film program on community agencies for viewing by adult organizations and in classrooms
- Provide a litter cleanup service on streets, sidewalks, parks, and incoming highways
- Organize and operate message and package service among local agencies to save mailing costs
- Manage monthly exhibits of art in public buildings, to include student art
- Provide aide support to public health officials, welfare officers, social workers, recreation leaders, etc.
- Organize a city-wide garage sale using a large public parking garage one Sunday a month
- Work with tenants' groups to improve housing conditions.

The resources currently available to schools for action-learning are not yet fully plumbed. With the cooperation of the public, broader commitments can be made for work and service programs than exist in most schools. Meanwhile, a number of high schools are moving in the right direction, and they should be highly commended for their alertness and initiative.

A full development of the potential of action-learning, however, awaits legislative action. Funding for jobs with public agencies or for public service projects is essentially nonexistent in the United States, except for poverty programs. A concentrated effort should be mounted by the youth-serving professions and by interested parent groups to obtain state or federal funding on a matching grant basis to create new opportunities for youth to serve the local community through service jobs and projects.

Viewing the situation from the standpoint of macro-economic policy, most observers are skeptical that the private economy can meet the growing needs of youth for work experiences. The gap between availability and need will likely widen each year ahead. With business and industry at near capacity for providing work positions, new commitments from the public sector will be required to resolve adequately the situation.

A national youth service program is not proposed. What is proposed is a series of tax supported, locally directed, community service jobs and projects for the purpose of *educating youth*. The alternative is to continue to cramp significant numbers of youth as they reach for adulthood.

00017

II. APPENDIX: TWENTY-FIVE SCHOOLS

AMES HIGH SCHOOL Ralph Farrar, Principal
20th and Ridgewood, Ames, Iowa 50010
School Enrollment: 1250 *Enrollment in Action-Learning Programs:* 989

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	150	12	20	yes	yes
Work Experience (No related classroom course)	325	10-12	5-20	On Indiv. Basis	yes
Career Exploration					
Special Education	14	10-12	5-10	yes	yes
N Y C					
Community or School Service Programs					
Community Service	50	10-12	5-15	no	no
School Tutoring, Teacher Aide	150	10-12	5-15	no	no
Other School Service					
Career Exploration	300+	10-12	1-10	no	no

Examples of Agencies Served: Iowa State Legislature, churches, schools, day-care centers, retirement homes.

Regular school courses which encourage or require off-campus experiences:

Anthropology—includes community surveys
Sociology—includes interviews
Art classes—include field work at Octagon Art Center and Iowa State U.
Independent study—projects may include work or research in the community

Total credits required for graduation: 32
Total credits allowed for work activities: 3
for service activities: 0

Comments:

Over 300 students work in the community, many during school hours.

Ames High School has developed a policy whereby most students, at some time during their high school experience, spend a part of their time doing volunteer work in the community. The benefits, the school feels, are self-evident.

Ames High School believes that the most effective volunteer service developed has been that of allowing high school students to tutor in the elementary and junior high schools, although many students do successful volunteer work in the hospital, churches, public institutions, day care centers, and retirement homes.

Another aspect of Ames' action program important to students is the opportunity for educational excursions conducted during the school year and summer. They are: 1) cross-country ski trip; 2) East Coast excursion; 3) European excursion; 4) Mexico excursion; 5) vocal music concert tour.

The school hopes to have a full time coordinator for volunteer programs by the 1975-76 school year.

00018

ANDOVER HIGH SCHOOL Philip F. Wormwood, Principal
Shawsheen Road, Andover, Massachusetts 01810
School Enrollment: 1120 *Enrollment in Action-Learning Programs:* 493

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	38*	11,12	10	yes	yes
Work Experience (No related classroom course)	135	10-12	20	no	yes
Career Exploration	240	10-12	3-5 per year	no	no
Special Education					
N Y C					
Community or School Service Programs					
Community Service	40	11,12	2-3	yes	no
School Tutoring, Teacher Aide	40	10-12	5	yes	no
Other School Service					
Career Exploration					

Examples of Agencies Served: Recreation Department, hospitals, consumer protection, newspaper, Boston Environment, Inc., day care, nursing home, elementary schools.

Regular School Courses which encourage or require off-campus experiences: English classes include units on career exploration in the 11th and 12th grades.

Total credits required for graduation: 16

Total credits allowed for work activities: 1.75
for service activities: 2.25

Comments:

*Also another 40 senior students are in the internship program. These students are assigned 4 days a week to a service or work station for one quarter. On the fifth day the students meet with fellow interns and their teacher for planning and discussion.

Agencies served include the Town of Andover, Lawrence General Hospital, Hughes Nursing Home, Memorial Hall Library, Merrimack Valley Textile Museum, Hawthorne Regional Mental Health Center, WCCM Radio Station, day-care center, Andover school system, and the Consumer Protection Division.

The program is offered through the Social Studies Department.

ED 90019

BELLE FOURCHE HIGH SCHOOL Louis Graslie, Principal
1301 12th Street, Belle Fourche, South Dakota 57717
School Enrollment: 484 *Enrollment in Action-Learning Programs:* 208

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)					
Work Experience (No related classroom course)	60	11,12	10-15	yes	yes
Career Exploration	123	9	5	yes	no
Special Education					
N Y C					
Community or School Service Programs					
Community Service					
School Tutoring, Teacher Aide	25	9-12	5	yes	no
Other School Service					
Career Exploration					

Examples of Agencies Served: Schools
Total credits required for graduation: 16
Total credits allowed for work activities: 8
for service activities: 2

Comments:

Work Related Programs offered in Auto Mechanics, Radio and TV Repair, and Carpentry.

School cooperates with a Department of Interior program called Youth Conservation Corps. Twenty students are enrolled in a program staffed by a camp director, an environmental specialist, and three group leaders. Students design camp grounds and trails, employ construction practices, thin trees, etc.

00020

BEVERLY HILLS HIGH SCHOOL F. Willard Robinson, Principal
241 Moreno Drive, Beverly Hills, California 90212
School Enrollment: 2314 *Enrollment in Action-Learning Programs:* 560

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)					
Work Experience (No related classroom course)	250	11,12	15	yes	yes
Career Exploration	25	10-12	7	yes	no
Special Education					
Medical Careers (1973-74)	20	12	20	yes	no
(1974-75)	50	10-12	10-15	yes	no
Community or School Service Programs					
Community Service	50	9-12	7	yes	no
School Tutoring, Teacher Aide	25	10-12	5-10	yes	no
Other School Service	200	9-12	5-10	yes	no
Career Exploration					

Examples of Agencies Served: City, county, and state offices; schools, recreation agencies, the handicapped and elderly, medical research teams, early childhood education.

Regular School Courses which encourage or require off-campus experiences:

Learning and Educational Action through Participation (LEAP)

An elective history course directed by the Social Studies Department, LEAP provides for participation in community agencies as learning labs; involvement in dynamics of social change in the urban environment; and opportunity to interview political, business, labor, and social service leaders of Los Angeles. Requires participation from 1-5 p.m.

Medical Careers I and II

An in-depth study of the health care system with particular emphasis on career opportunities. Field trips to health care facilities and training in specific tasks are included in the course.

Total credits required for graduation: 200

Total credits allowed for work activities: 40 Internship; 20 Other.
for service activities: 20

Comments:

BHHS operates an Applied Education Center directed by Dean Turner. This center provides career guidance, community internships, and work experience programs. The community internships offer off-campus learning experiences to: (1) explore careers, or (2) become informed citizens, or (3) provide service to community agencies. Internships may be in stockbrokers' offices, law offices, medical centers, retail stores, schools, hospitals, government offices, campaign headquarters, homes for the elderly or handicapped, or recreation center.

Many students earn 230-260 credits by the time they graduate, so action learning experiences are often in addition to regular class loads. 142 credits are required for academic courses and physical education.

00021

CASTLE ROCK HIGH SCHOOL Marvin B. Lam, Principal
5180 Westside Highway, Castle Rock, Washington 9861\
School Enrollment: 481 *Enrollment in Action-Learning Programs:* 188

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	119	11, 12	5-6	yes	yes
Work Experience (No related classroom course)					
Career Exploration	64	11, 12	5-6	yes	no
Special Education					
N Y C	5	9-11	7½	no	no
Community or School Service Programs					
Community Service					
School Tutoring, Teacher Aide					
Other School Service					
Career Exploration					

Examples of Agencies Served: Hospitals, Progress Center (mentally retarded), schools, professional firms

Regular School Courses which encourage or require off-campus experiences:
Diversified Occupations

Total credits required for graduation: 42
Total credits allowed for work activities: 8
for service activities: 0

Comments:

Paid job stations include work at retail stores, city offices, timber companies, restaurants, machinery repair, fraternal organizations, bakeries, medical offices, etc.

Unpaid stations include assignment to churches, schools, logging class, engine repair shops, accounting firms, a plumbing and heating shop, a florist, a surveyor, an automobile agency, a bank, a real estate firm, the police station, a TV repair shop, an architectural firm, etc.

ED 00022

CATHOLIC MEMORIAL HIGH SCHOOL Brother William S. Henry,
235 Baker Street, West Roxbury, Massachusetts 02132 Headmaster
School Enrollment: 1140 *Enrollment in Action-Learning Programs:* 280

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	30	12	15-20	yes	yes
Work Experience (No related classroom course)	100	12	20-30	no	yes
Career Exploration					
Special Education					
N Y C					
Community or School Service Programs					
Community Service	280*	12	10-15	yes	no
School Tutoring, Teacher Aide					
Other School Service					
Career Exploration					

Examples of Agencies Served: 50 Community agencies in Boston and suburbs.
Regular School Courses which encourage or require off-campus experiences:
Who Is My Neighbor? (a religious education course)
Law Enforcement
Total credits required for graduation: 160
Total credits allowed for work activities: 30
for service activities: 75

Comments:

*All senior students take the religious education course. Some of the students are involved in work experience, as well.

A community action project is required for graduation. These projects flow from the religious education program. In addition to the group volunteer action project, students may select optional independent projects, optional work-study, or optional college courses for credit.

A "Discovery Week" is held for all seniors during the first week of the second semester. Students visit areas of their choice and may set up an individual program of service or work based upon this exploration. In addition, senior students in groups of 4 or more may submit for approval a community-action program of their own design.

Agencies served under the "Senior Opportunities Program" include schools, city government, state government, volunteer groups, radio and TV stations, an aquarium, hospitals, museums, nursing homes, boys clubs, rehabilitation centers, day-care centers, and the Committee on Affairs for the Elderly.

The Senior Opportunities Program provides for first hand experiences that will "stimulate intellectual development, human understanding, social compassion, brotherly affection, individual responsibility, self-confidence and self-esteem." The program translates "the idealism inherent and cultivated in (their) previous schooling into charitable actions that are also valid learning experiences."

00023

CHAMPLAIN VALLEY UNION HIGH SCHOOL Lucian Lambert, Principal
Hinesburg, Vermont 05461
School Enrollment: 1026 *Enrollment in Action-Learning Programs:* 395

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)					
Work Experience (No related classroom course)	30	9-12	1 day/wk* 9-36 weeks	yes	sometimes yes
Career Exploration	76	9-12	1 day/wk* 9-36 weeks	yes	no
Special Education					
Talent Development (dance, art, music)	20	10-12	1 day/wk 9-36 weeks	yes	no
Community or School Service Programs					
Community Service	65	9-12	1 day/wk 9-36 weeks	yes	no
School Tutoring, Teacher Aide	143	9-12	1 day/wk 9-36 weeks	yes	no
Other School Service	63	9-12	1 day/wk 9-36 weeks	yes	no
Career Exploration					

Examples of Agencies Served: Hospitals, mental health, probation parole, vets, nursery schools, Baird Center (emotionally disturbed), libraries, schools for mentally retarded, elementary schools, legal aid, police department.

Regular School Courses which encourage or require off-campus experiences:
Child Care

Total credits required for graduation: 17
Total credits allowed for work activities: 8
for service activities: 8 (8 units allowed in total)

Comments: The project is called DUO (do unto others).

*The vast majority of projects are structured as one-day-a-week experiences; however, 21 students this year elected a "full time" project of 5 days a week, for 9 or 18 weeks. Also, 20 students had summer projects.

The application process includes a conference at which the student and community supervisor jointly agree upon objectives, services to be performed, and skills to be learned.

The evaluation process is comprehensive. Students self-evaluate. The supervisor evaluates and the staff writes a report. Growth, learning, and performance are "judged" but are not given a letter grade.

One of the strongest elements of the program is the network of relationships which have been built within a geographically large community. Opportunities for specialized learning continue to grow from this base.

"As more and more students achieve success on projects, the community becomes increasingly willing to make some extra efforts to provide special learning opportunities for young people."

00024

COLTON HIGH SCHOOL Neil Case, Principal

777 West Valley Boulevard, Colton, California 92324

School Enrollment: 2000 *Enrollment in Action-Learning Programs:* 1268

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	211	11,12	10-20	yes	yes
Work Experience (No related classroom course)	20	11,12	8-20	yes	yes
Career Exploration	650	9-12	5	yes	no
Special Education	18	9-12	10	yes	yes
N Y C	30	9-12	10	yes	yes
Community or School Service Programs					
Community Service	15	9-12	10	yes	no
School Tutoring, Teacher Aide	99	9-12	5	yes	no
Other School Service	75	10-12	5	yes	no
Career Exploration					

Examples of Agencies Served: Elementary schools, high schools, business establishments, service industries.

Regular School Courses which encourage or require off-campus experiences:

Community Laboratory—Credit in English, government and consumer economics for off-campus involvement and reports.

You and the Law—Includes work with law enforcement officers.

Total credits for graduation: 220

Total credits allowed for work activities: 40

for service activities: 20

Comments:

A Research Observer Program enrolls 150 students.

Activities in this course include:

Structures assembly, career training, medical occupations, food service, retail salesmanship, recreation aide, printing trades, cosmetology, retail trade, service station attendant, hospital and housekeeping, air conditioning helper, custodial training, auto parts counterman, golf course management and landscaping, auto and truck front end alignment.

00025

JOHN DEWEY HIGH SCHOOL Sol Levine, Principal
50 Avenue X, Brooklyn, New York 11223
School Enrollment: 2405 *Enrollment in Action-Learning Programs:* 490

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	45	11,12	20*	yes	yes
Work Experience (No related classroom course)					
Career Exploration					
Special Education					
N Y C					
Community or School Service Programs					
Community Service	115	9-12	8**	yes	no
School Tutoring, Teacher Aide	240	9-12	8**	yes	no
Other School Service					
Career Exploration	90	9-12	8**	yes	no

Examples of Agencies Served: Schools, aquarium, hospitals, Headstart, medical, homes for aged, city government, museum, architects, etc.
Regular School Courses which encourage or require off-campus experiences:
Independent Study Programs
Marine Science
Total credits required for graduation: 19 plus physical ed.
Total credits allowed for work activities: No limit
for service activities: No limit

Comments:
*Students alternate one week on the job with one week of study.

**Dewey has 5 "mini terms" of 7 weeks each. Students going off campus take the "4 in 1 program" which involves students working in the community one day a week and remaining in school 4 days a week. Students also have a third option. They may select the "Student Internship Program" whereby the entire 7-week cycle is spent in community internship. A law institute is being developed.

00026

EAST LANSING HIGH SCHOOL Gerald Kusler, Principal

509 Burcham Drive, East Lansing, Michigan 48823

School Enrollment: 1583 *Enrollment in Action-Learning Programs:* 385

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	79	11-12	20	yes	yes
Work Experience (No related classroom course)	65	10-12	5-15	yes	yes
Career Exploration	14	9-10	10	yes	no
Special Education					
N Y C	14	9-11	10	no	yes
Community or School Service Programs					
Community Service	16	10-12	5	yes	no
School Tutoring, Teacher Aide	189	10-12	5	yes	no
(Government Service) Other School Service-Participatory Government	14	10-12	10	yes	no
Career Exploration	8	11-12	10	yes	no

Examples of Agencies Served: Schools, mental health centers, volunteer bureau, arboretum, day care centers.

Regular School Courses which encourage or require off-campus experiences:

Senior Option for student meeting certain credit requirements

Metropolitan Studies

Total credits required for graduation: 20

Total credits allowed for work activities: 7

for service activities: 7

Comments:

Students also may register for individual study which can include community experiences.

East Lansing operates a Capitol Area Career Center. This provides training in another kind of school in such areas as: construction, heating and refrigeration, graphics, cosmetology, licensed practical nursing, auto-body, data processing, etc.

Most government service placements are with state legislators.

Senior option could be a full-time program of community service, foreign study or travel, work experience, or some combination of these.

00027

GRADY HIGH SCHOOL Harold B. Miller, Principal
929 Charles Allen Drive, N.E., Atlanta, Georgia 30309
School Enrollment: 900 *Enrollment in Action-Learning Programs:* 189

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	158	9-12	Avg. 20	yes	yes
Work Experience (No related classroom course)					
Career Exploration					
Special Education	18	9-12	20	yes	yes
N Y C	13	9-12	10	yes	yes
Community or School Service Programs					
Community Service					
School Tutoring, Teacher Aide	6	10-12	5	no	no
Other School Service					
Career Exploration					

Total credits required for graduation: 405 quarter hours
Total credits allowed for work activities: 120
for service activities:

Comments:

A number of students are employed by businesses in the Grady High School area but are not enrolled in a program specified above. The school's location in the central city district provides many opportunities for student employment.

Students who participate in the NYC program serve as secretarial aides, teacher aides in elementary schools, aides in the administrative offices of the Board of Education, aides at WETV, and at the education television station.

One student assists in programing at our computer center (Atlanta Public Schools).

Student volunteers serve as tutors for the school's reading program.

00028

HOFFMAN HIGH SCHOOL Richard Parks, Principal
Hoffman, Minnesota 56339
School Enrollment: K-12 360 *Enrollment in Action-Learning Programs:* 70

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	10	12	5-10	yes	yes
Work Experience (No related classroom course)					
Career Exploration					
Special Education	1		4	yes	yes
N Y C					
Community or School Service Programs					
Community Service	59	11,12	5 hours for 10 weeks	yes	no
School Tutoring, Teacher Aide					
Other School Service					
Career Exploration					

Examples of Agencies Served: Aged at Hoffman Nursing Home, retarded at Day Activity Center, students at elementary and junior high school.
Regular School Courses which encourage or require off-campus experiences:
English, Grade 11 and Grade 12 (Community service fulfilled here)
Total credits required for graduation: 15
Total credits allowed for work activities: 2
for service activities: (see work)
Comments:

As a part of the required English curriculum in grade 11, students spend 2 weeks in classroom preparation, 2 weeks tutoring in school, 2 weeks at nursing home, 2 weeks at day activity center, and 2 weeks evaluating their experiences. Students write papers about their communication with various people they contact.

Grade 12 students concentrate on two of the three institutions, doing in-depth projects which fit special needs of all those involved. The curriculum is expanded to include a unit on death and dying plus other topics which have been found to be pertinent to the institutions.

Coop education focuses on agri-business.

Additions for 1974-75: (1) An adult education class on problems of the aged. (2) A listing of community resources available for utilization by school personnel.

00029

LINGANORE HIGH SCHOOL John L. Thompson, Principal
Route 1, Frederick, Maryland 21701
School Enrollment: 1320 *Enrollment in Action-Learning Programs:* 384

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	60	11,12	15	2	yes
Work Experience (No related classroom course)					
Career Exploration	220	8	5	no	no
Special Education	60	7-10	1-15	yes	no
N Y C	15	9-12	5-40	no	yes
Community or School Service Programs					
Community Service	4	12	15	2	no
School Tutoring, Teacher Aide	18	12	10-15	1-2	no
Other School Service (Clerical Aide)	2	12	15	2	yes
Career Exploration (Executive Intern)	5	12	40	2 or more	yes

Examples of Agencies Served: Hospital, child care, church, handicapped students, church World Relief Center, county commissioners, chief of police, mayor, superintendent of schools.

Regular School Courses which encourage or require off-campus experiences:

Vocational Agriculture **Business Ed.**—all courses
Career Exploration **Auto Body**

Total credits required for graduation: 18
Total credits allowed for work or service activities: up to 6
Comments: Community work stations include:

County Commissioner's office
Hospital, Frederick Memorial
Cancer Research Center
Board of Education office and schools
Construction contractors
Church World Relief Center
State Farm Insurance Company
Mayor
Chief of Police
Hahn Transportation Co., Inc.
Lawson Motor Co.
Black and Decker Manufacturing Co.
Comsat
I.B.M. Corporation
Frederick County Shopping Center
Grocery stores
Health Department
Day-care centers
Service stations
Knott & Giesbert Tractor & Farm Equipment
Blue Grass Fencing
Fort Detrick—Vegetation Control Div.
Gladhill Tractor Mart
Maridale Shopping Center
National Bureau of Standards
Department of the Army
Joe the Motorist's Friend
Damascus Motor Company
Pleasant View Nursing Home
Maryland National Bank
Atomic Energy Commission
I-70 Truck stop
Safeway, Inc.
Red Barn restaurant
Frederick Office Supply
Flower and Basket Shop
K & K Toys
Mt. Airy Shopping Center

00030

MARIEMONT HIGH SCHOOL Gary W. Stamm, Principal
3812 Pocahontas, Cincinnati, Ohio 45227
School Enrollment: 740 *Enrollment in Action-Learning Programs:* 440

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)					
Work Experience (No related classroom course)	22	9	15	yes	yes
Career Exploration					
Special Education					
N Y C					
Community or School Service Programs					
Community Service	146	12	40 hours per year	part of crs. req.	no
School Tutoring, Teacher Aide	12	9-12	1	no	no
Other School Service (Environment Club)	80	9-12	2	no	no
Career Exploration (9th Advisement)	180	9	1	no	no

Examples of Agencies Served: Camps for handicapped children, hospitals, fire department, community center, heart fund, etc.
Regular School Courses which encourage or require off-campus experiences:
Senior Social Studies (40 hours of service projects required during the year)
Total credits required for graduation: 18
Total credits allowed for work activities: none as such (part of course requirement)
Comments: Some examples of volunteer service:

Students took advantage of opportunities to participate in the cultural life of Cincinnati—one working in the Walton Creek Playhouse productions while five worked in ushering and concessions for the Playhouse in the Park. Three students spent Saturdays doing odd jobs at the Contemporary Art Center while one ushered at the Symphony and another helped out at the Shrine Circus.

Sixteen students volunteered at five area hospitals—half of them at nearby Mercy Hospital and the others at General, Christ, Children's, and Bethesda. One young man used his guitar to entertain people at institutions where the Voluntary Action Center scheduled them.

Nine stretched out a helping hand to older people—five through daily telephone calls to disabled people served by Telecare and four to individual older people they knew.

Some of the other volunteer jobs to help the community were assisting the Madison Place Fire Department, volunteering for a DeMolay Service Project, the American Legion, and the Heart Fund.

00031

MARINER HIGH SCHOOL Clifford A. Gillies, Principal

200 120th S.W., Everett, Washington 98204

School Enrollment: 1461 *Enrollment in Action-Learning Programs:* All

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	64	11,12	10-20	yes	yes
Work Experience (No related classroom course)	123	11,12	15-30	yes	yes
Career Exploration	40	11,12	5	yes	no
Special Education	38	10-12	15-20	yes	no
N Y C	40	10,11	15-20	no	yes
Community or School Service Programs					
Community Service	18	11,12	1-5	yes	no
School Tutoring, Teacher Aide	62	10-12	5	yes	no
Other School Service (Play School)	12	10-12	5	yes	no
Career Exploration					

Examples of Agencies Served: Homes for aged, schools, civic parades, health agencies, etc.

Regular School Courses which encourage or require off-campus experiences: Each course requires a community project (parent-student coop) to complete the performance objectives. The last six weeks of school is a mini-term set aside for emphasis on off-campus, experiential learning.

Total credits required for graduation: 40

Total credits allowed for work activities: no limit

for service activities: no limit

Comments: At least 2 units of action-learning are required for graduation.

Mariner stresses the inclusion of action-learning concepts in all courses. Mariner also offers a course called "Advanced Placement" for all students who have met the minimum graduation requirements. Advanced placement emphasizes work and service projects. Forty-five students are enrolled.

All students are required to attend two off-campus, cultural activities per year. Can include Repertory Theatre, Seattle Opera, ballet, etc.

Five offerings per year (limit 150 students each) to various cultural activities in the greater Seattle Area. (Funded under Title I and Washington State Cultural Activities.) All students are encouraged to include one of these during the year.

Horse Science students are required to spend one period a week (1½ hrs.) in a stable working with animals.

Human Biology is a course designed to prepare students toward a career in Medical Technicianship. Working with local hospitals and clinics is a part of the course and required of students.

Marine Biology requires participation in classes held at various local waterfront areas.

Horticulture students are encouraged to take part-time jobs with local nurseries, and visitations to all prospective employers is a course requirement.

McQUAID JESUIT HIGH SCHOOL Father Leon Hogenkamp, Principal
1800 Clinton Avenue, S., Rochester, New York 14618
School Enrollment: 750 *Enrollment in Action-Learning Programs:* 200

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)					
Work Experience (No related classroom course)					
Career Exploration					
Special Education					
N Y C					
Community or School Service Programs					
Community Service	200	9-12	5-10	yes	no
School Tutoring, Teacher Aide					
Other School Service					
Career Exploration					

Examples of Agencies Served: Nursing homes, recreational programs, schools, homes for the elderly, courts.

Regular School Courses which encourage or require off-campus experiences:

American History: Contact with the courts and observation of legal procedures during the unit on criminal justice

Total credits required for graduation: 20

Total credits allowed for work activities: n/a
for service activities: 1

Comments:

Two community service programs are offered. One works with approximately 35 students (nursing homes, tutorial, recreational) who are in the 11th and 12th grades. The other, *Magis*, is being gradually implemented from 9th to 12th grade. It covers a wide variety of community service groups (elderly, handicapped, judicial process, ecology, etc.). *Magis* is a Latin word which describes the "desire to be and to do more for others and with others."

Magis will eventually be a requirement for all students in grades 9-10-11 and perhaps for grade 12. Grades 9-10 will bring into the school the elderly, the handicapped, the ex-con, etc. to create for students ease with, understanding for, and admiration of people who have coped with such difficulties. Grade 11 will bring students to the institutions dealing with such people. Grade 12 will place at least some students in field work positions.

SP00033

MEDFORD SENIOR HIGH SCHOOL Bob Williams, Principal

1900 N. Keeneway Drive, Medford, Oregon 97501

School Enrollment: 1372 *Enrollment in Action-Learning Programs:* 532

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	203	11,12	10-40	yes	yes
Work Experience (No related classroom course)	220	11,12	10-40	yes	yes
Career Exploration	22	12	30	yes	yes
Special Education	5	11,12	10-15	yes	yes
N Y C	25	11,12	15	yes*	yes
Community or School Service Programs					
Community Service	15	12	4-5	yes	no
School Tutoring, Teacher Aide	30	11,12	5	yes	no
Other School Service	12	11,12	10-15	yes*	no
Career Exploration					

Examples of Agencies Served: School offices, elementary schools, local government agencies.

Regular School Courses which encourage or require off-campus experiences:

Stenography Cluster

Local Government Seminar

Local Government Seminar can be taken as a Social Studies elective, or it will fulfill a semester credit required for graduation in Social Studies. The course is an expansion of the "Government Day" concept into a semester offering whereby all elective, appointed, and civil service offices are opened to students six hours per week for "hands-on" learning.

Total credits required for graduation: 40

Total credits allowed for work activities: 4

for service activities: 4

Comments:

Students enrolled in any cluster may receive work experience credit for on-the-job experiences if related to the cluster area. Clusters include: food services, marketing, metals, accounting, steno-secretarial, mechanical, construction, electricity, diversified occupations.

Of the 203 students in coop-ed, 128 work in the community. Twenty of the work-experience students are volunteers. A job placement service is provided. All courses for credit are scheduled through and in consent with certified staff while experiences for no credit are scheduled through an off-campus coordinator assigned to this responsibility.

*Credit allowed if part of cluster program.

00634

MONTVILLE TOWNSHIP HIGH SCHOOL Robert Dicker, Principal
100 Horseneck Road, Montville, New Jersey 07045
School Enrollment: 1050 *Enrollment in Action-Learning Programs:* 855

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	100	11,12	20-25	yes	yes
Work Experience (No related classroom course)	55	10-12	10-30	no	yes
Career Exploration	700	9-12	5	yes	no
Special Education					
N Y C					
Community or School Service Programs*					
Community Service	15	9-12	2-10	yes	no
School Tutoring, Teacher Aide	35	9-12	2-10	yes	no
Other School Service	35	9-12	2-10	yes	no
Career Exploration					

Examples of Agencies Served: Schools, nursing homes, hospitals, etc.
Total credits required for graduation: 100
Total credits allowed for work activities: no limit
for service activities: no limit

Comments:

*The 85 students listed as part of the Community and School Service Programs are included in the 700 students identified under the Career Exploration Program.

The school operates a Youth Teaching Corps in the elementary schools. A job placement service (registry) also is provided.

Montville has published a 64-page booklet on career education, which includes descriptions of the programs identified above. Major facets of the program include industrial education, distributive education, office education, special education, employment orientation, career appreciation, Youth Teacher Corps, work release, and youth conservation.

00025

NEWTOWN HIGH SCHOOL Alvah R. Cramer, Principal
Route 34, Sandy Hook, Connecticut 06482
School Enrollment: 1328 *Enrollment in Action-Learning Programs:* 145

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	51	11,12	20	yes	yes
Work Experience (No related classroom course)	15	10-12	10-30	no	yes
Career Exploration	30	11,12	1	yes	no
Special Education	6	9-12	10	yes	varies
N Y C	11	9,10	8	yes	yes
Community or School Service Programs					
Community Service	21	11,12	1	yes	no
School Tutoring, Teacher Aide	15	11,12	15	yes	no
Other School Service (Alt.H.S. Program)	28	9-10	8	yes	NYC 11
Career Exploration					

Examples of Agencies Served: Police department, fire department, convalescent house, landscape nursery, florist, child care center, mental hospital, local schools, industry and businesses, town offices.

Regular School Courses which encourage or require off-campus experiences:

Police Science **Recreational Therapy**
Fire Science **Landscape Gardening**

Total credits required for graduation: 40
Total credits allowed for work activities: 6
for service activities: 4

Comments:

Most work-experience students received grades of above average. One-third of graduates of these programs will attend institutions for further education or training, (1-2 year community colleges, tech schools, business schools).

Students in Community Service programs spent at least one hour in classroom instruction per week and three hours on-the-job. (Total-72 hrs/semester) Students in many cases were released from school early to perform these on-the-job tasks. Some students had 15 hours per week. All work was on a volunteer basis and for school credit.

Some examples: Police Cadet Training, Firefighter Training, Landscape Gardening, Rec. Therapy Aides

Additional courses to be offered in 1974-75: Child Care Aides, Nurse's Aides, Audio Visual Service Repairman

00036

NILES NORTH HIGH SCHOOL Gilbert R. Weldy, Principal
9800 Lawler Avenue, Skokie, Illinois 60076
School Enrollment: 2550 *Enrollment in Action-Learning Programs:* 345

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	250	10-12	20	yes	yes
Work Experience (No related classroom course)					
Career Exploration					
Special Education					
N Y C					
Community or School Service Programs					
Community Service	95	9-12	1	yes	no
School Tutoring, Teacher Aide					
Other School Service					
Career Exploration					

Examples of Agencies Served: Day-care centers, parks, hospitals, schools, blood centers, civil defense, political parties, camps for retarded children.
Regular School Courses which encourage or require off-campus experiences:
Independent Study in Social Studies (community service)
Child Care Practicum
Total credits required for graduation: 32
Total credits allowed for work activities: 8
for service activities: 2
Comments: A written paper or a project is required for credit under the community service program.

Results of Parent Survey for Niles North High School

	Strongly Agreed	Agreed	No Opinion	Disagreed	Strongly Disagreed	Total Responses
Question:	Participation in the coop ed program has increased the personal responsibility and self-direction of my student.					
	29 (35%)	42 (51%)	5 (6%)	6 (7%)	1 (1%)	83
Question:	My student's interest in school has improved since being on the work study program.					
	13 (16%)	25 (30%)	27 (27%)	19 (23%)	3 (4%)	82
Question:	The coop ed program should be mainly limited to non-college bound students.					
	8 (10%)	6 (7%)	7 (8%)	38 (48%)	22 (27%)	81
Question:	Participation in the coop ed program limits my child's opportunities for important school-oriented courses offered in the regular curriculum.					
	4 (5%)	7 (8%)	14 (17%)	47 (57%)	11 (13%)	83

00037

OAK RIDGE HIGH SCHOOL Donald Bordinger, Principal

Providence Road, Oak Ridge, Tennessee 37830

School Enrollment: 1650 *Enrollment in Action-Learning Programs*: 374

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	45	10-12	20-40	yes	yes
Work Experience (No related classroom course)	135	11,12	20	yes	yes
Career Exploration	80	10-12	2-3	yes	no
Special Education	22	10-12	5-10	yes	no
N Y C	22	9-12	10-30	no	yes
Community or School Service Programs					
Community Service	30	11,12	5	yes	no
School Tutoring, Teacher Aide	35	11,12	5	yes	no
Other School Service					
Career Exploration					

Examples of Agencies Served: All community agencies.

Regular School Courses which encourage or require off-campus experiences:

TAT—TAT is a cooperative educational and industrial training program between Oak Ridge High School and the AEC, Union Carbide, and Oak Ridge Associated Universities' TAT program. Initially, this project will provide training for Oak Ridge High School students by skilled craftsmen in six areas: machining, welding, machine process operations, industrial electricity, electronics, and physical testing. Students will take the courses needed for graduation at Oak Ridge High School. Approximately 8 hours of training will be provided at the TAT training site over a 4- to 6-month training period.

Television Communications—This course, a part of the Industrial Cooperative Training Program, involves an afternoon block of time each day in which experienced students in radio-television will work at Knoxville area radio-television stations, cable television systems, and advertising agencies specializing in radio and television commercials, and get school credit.

Total credits required for graduation: 16¼

Total credits allowed for work activities: 7

for service activities: 3

Comments: Oak Ridge High School operates the YLDCIP (Youth Leadership Development Community Involvement Program). The purpose of YLDCIP is to develop student civic awareness, responsibility, and leadership through involvement projects beneficial to the community. The program is designed to provide career orientation and exploration experiences for research. Each student must select a community project or activity, develop project goals and objectives, identify project strategies and activities, and establish a project evaluation design. A project report must be written which includes goals and objectives. Some sample projects are: auto mechanic experiences, special education, psychology and sociology experiences, law enforcement work, ecology experiences, radiology, pathology, thermo-nuclear research, photography work, medical experience, and biological research.

00038

FRANCIS W. PARKER William Geer, Jr., Principal
330 Webster Avenue, Chicago, Illinois 60614
School Enrollment: 245 *Enrollment in Action-Learning Programs:* 205

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)					
Work Experience (No related classroom course)					
Career Exploration	55	12	1 month	no	no
Special Education					
N Y C					
Community or School Service Programs					
Community Service	100	11,12	5	yes	no
School Tutoring, Teacher Aide	25	9-12	5	yes	no
Other School Service					
Career Exploration	25	11, 12	5	yes	no

Examples of Agencies Served: Hospital, zoo, day-care centers, political organizations, settlement houses.

Regular School Courses which encourage or require off-campus experiences:

American Government

All students must work in the campaign of a politician of their choice.

Total credits required for graduation: 19

Total credits allowed for work activities: 1

for service activities: 1

Comments:

All juniors and seniors must be involved in a school-community program for 2 hours each Tuesday and Thursday afternoon.

00039

SPRING VALLEY HIGH SCHOOL Burton Caplan, Principal
Route 59, Spring Valley, New York 10977
School Enrollment: 1640 *Enrollment in Action-Learning Programs:* 465

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	170	10-12	20	yes	yes
Work Experience (No related classroom course)	45	10-12	20	yes	yes
Career Exploration	50	12	1	yes	yes
Special Education	*				
N Y C					
Community or School Service Programs					
Community Service	60	10-12	1	yes	no
School Tutoring, Teacher Aide	90	10-12	1	yes	no
Other School Service					
Career Exploration	50	12	1	yes	no

Examples of Agencies Served: Schools, homes of elderly and physically handicapped, hospitals, community projects.
Regular School Courses which encourage or require off-campus experiences:
Career Apprenticeship Program
School and Community Service
Total credits required for graduation: 20
Total credits allowed for work activities: 9
for service activities: 3

*Special ed students are in a variety of programs.

TOPEKA HIGH SCHOOL Paul H. Fink, Principal
800 West Tenth, Topeka, Kansas 66612
School Enrollment: 2040 *Enrollment in Action-Learning Programs:* 658

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	120	12	20	yes	yes
Work Experience (No related classroom course)	80	11,12	5-10	yes	no
Career Exploration					
Special Education	33	10-12	30	yes	no
N Y C	100	10-12	10-20	no	yes
Community School Service Programs					
Community Service	50	10-12	5	yes	no
School Tutoring, Teacher Aide	75	10-12	5	yes	no
Other School Service	200	10-12	5	yes	no
Career Exploration					

Examples of Agencies Served: Hospitals, day care centers, schools
Total credits required for graduation: 40
Total credits allowed for work activities: 12*
for service activities: 12*

Comments:

*Combination of work and service credits may only equal 12.

Seniors work in the elementary schools for 3 hours per day as teacher aides for which they receive 2 credits per semester. They assist the classroom teacher, supervise P.E. and music classes, and supervise the playground.

00041

WEST BEND EAST AND WEST HIGH SCHOOL Ben J. Russo, Educational Program Coordinator
1305 Decorah Road, West Bend, Wisconsin 53095
School Enrollment: 2525 *Enrollment in Action-Learning Programs:* 357

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	65	12	15	yes	yes
Work Experience (No related classroom course)	40	10-12	15-25	yes	yes
Career Exploration					
Special Education	10	11,12	15	yes	no
N Y C	30	10-12	10	no	yes
Community or School Service Programs					
Community Service	75 per semester	11, 12	5-6	yes	no
School Tutoring, Teacher Aide	12	11, 12	3-5	no	no
Other School Service					
Career Exploration	25	11, 12	5-6	yes	no

Examples of Agencies Served: Commu nity agencies, schools, nursing homes, day-care centers, sheltered workshops, dental centers or to individuals.
Regular School Courses which encourage or require off-campus experiences:

Independent Study in Community Service
Secretarial Office Practice
Vocational Food Service
Distributive Education
Adv. Automotives
Graphic Arts (Adv.)

Total credits required for graduation: 21
Total credits allowed for work activities: no max.
for service activities: 2

Comments:

The Independent Study in Community Service is defined as "A class without walls for people who care."

The action-learning programs in the West Bend High Schools have been focusing on alternatives to the traditional academic and classroom approaches

Community Work Stations include:
Samaritan County Home and Hospital, St. Joseph's Community Hospital, The Threshold (Sheltered Workshop and Pre-school for retarded), Center for Brain Injured, YMCA Day Care Center, Washington County Guidance Center, Dr. Dhein's dental office, all public and parochial schools, local industrial and business establishments, food handling establishments, retail stores

00042

WISSAHICKON HIGH SCHOOL Ben Napier, Principal

Houston Road, Ambler, Pennsylvania 19002

School Enrollment: 1168 *Enrollment in Action-Learning Programs:* 214

	Enrollment	Grade Level	Hours per Wk.	Credit?	Pay?
Vocational or Work-Related Programs					
Coop-Education (Related classroom work)	15	12	15-20	yes	yes
Work Experience (No related classroom course)	125	11,12	15-20	yes	yes
Career Exploration					
Special Education	7	11,12	15-20	yes	no
N Y C	8	10-12	10	no	yes
Community or School Service Programs					
Community Service	17	12	5-10	yes	no
School Tutoring, Teacher Aide	42	11,12	5	yes	no
Other School Service					
Career Exploration					

Examples of Agencies Served: Hospitals, state hospital, drug and alcohol centers, health clinics, ministers, police department.

Regular School Courses which encourage or require off-campus experiences:

Social Laboratory

A volunteer assignment in the community. This is part of a two-period course called Social Humanities which meets the senior year course requirement in English and Social Studies.

Total credits required for graduation: 15

Total credits allowed for work activities: 4

for service activities: 4

Comments:

Work-related courses are offered primarily through the area Vocational Technical School. The off-campus service courses include "Big Brother," where students assist with industrial arts classes in JHS, and "Big Sister," where students assist with home economics classes in JHS.

All programs are offered in consultation with parents.

SI 00043

SOME RESOURCES

1. National Commission on Resources for Youth

   36 West 44th Street, New York, New York 10036
   Judge Mary Kohler, Director

   A clearinghouse for programs which educate students partially or wholly in the community. Has information on over 800 projects. The Commission publishes a monthly newsletter of interest to schools.

2. ACTION

   806 Connecticut Avenue, N.W., Washington, D.C. 20525
   Donald J. Eberly, Director, Youth Challenge Program

   Produces a pamphlet entitled "High School Student Volunteers," which gives some hints on successful approaches as well as suggestions about how to keep things going. The last eight pages contain sample forms and records for schools. The pamphlet costs 60 cents and can be ordered from The Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5600-0005). The Youth Challenge Program will accept requests for planning grants to establish youth volunteer activities.

3. National Association of Secondary School Principals

   1904 Association Drive, Reston, Virginia 22091
   Scott D. Thomson, Associate Secretary for Research

   Maintains a file of over 2,000 secondary schools with work and service programs. Provides information and advice to NASSP members seeking assistance with action-learning. Publishes documents on action-learning, including *American Youth in the Mid-Seventies*, the conference report of the National Committee on Secondary Education; and the November 1974 *Bulletin*. Holds conferences and institutes on action-learning. Will develop special institutes upon request.

00044

RECOMMENDED REFERENCES

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Youth: Transition to Adulthood, Report on the Panel on Youth of the President's Science Advisory Committee, Chicago: University of Chicago Press, 1974.

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00045